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20. ABSTRACT (Continue on reverse side if necessary and identify by block number)  In this paper LTC Jones develops a program for training NCOs. The specific targets of the program are squad leaders and fire team leaders--junior NCOs. The program is set in a brigade environment. To begin the paper, LTC Jones provides his personal philosophy of leadership and training to set the ideal tone for his model brigade and his training program. In this section he discloses some leadership principles formed from personal experiences. Next, he states		

✓ Item 20. continued.

his proposal for a junior NCO training program. To do this, he first examines the responsibilities, performance standards and rating performance of junior NCOs. He finishes with a complete training program, including detailed programs of instruction, for junior NCOs. ✓

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US ARMY WAR COLLEGE  
INDIVIDUAL RESEARCH BASED ESSAY

COMMON SENSE TRAINING - REVISITED

BY

DONALD H. JONES

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## PREFACE

The most demanding challenge confronting the leadership of the U.S. Army and our sister services in the 1980s is preparing our forces to fight numerically superior forces and win. We cannot accept at face value that we will be able to overcome numerical odds with technology or quality troops alone. Achieving technological superiority and developing a quality military force requires training the soldier and employing advanced technology in an environment as close to the one in which the soldier will be required to fight.

Battlefield lethality, equipment and weapon sophistication, operational complexities, and "come as you are" war requirements make training the Army's most important peacetime mission.

Continuing increases in battlefield complexities requires that the small unit leader play a more significant role in the outcome of each battle. NCO performance on the battlefield will be paramount in determining the outcome of the battle.

This paper proposes an NCO training program to be used by tactical units in the Army to prepare the junior NCO to perform competently on the future battlefield. This proposal for an NCO training program is written from my own personal perspective, setting forth a program I would initiate if I were put in command of a tactical brigade.

This proposal is modeled of the philosophy of LTG Arthur S. Collins, Jr. as he stated it in "Common Sense Training." The title of

this paper gets its name from that book. General Collin's book is a masterpiece on training. It is a compendium of his ideas, observations and experiences on training formulated during his 37 year career.



### INTRODUCTION

"Training in the 80s continues to be the priority effort of commanders. Their focus must be total preparation of each unit to go to war - and win"

Chief Staff Army White Paper for 80

This paper provides direction for training the Junior NCO within the brigade. When I identify the NCO as a Junior NCO, I do not intend to suggest that this person is less than a front-line supervisor. Nothing could be further from the truth. This paper provides my ideas on leadership — a leadership philosophy which will be shared and promulgated by all leaders in the brigade. Also, this paper will examine the training and leadership performance of the squad leader and fire team leader using a mechanized Infantry Battalion as the medium. It will define their responsibilities, assess their strengths, and point out ways to eliminate their weaknesses. Specific points of discussion will be:

- o Responsibilities of the Junior NCO
- o Performance standards and rating the performance of the Junior NCO
- o Training programs for Junior NCOs.

### Assessment of NCO

The NCO Corps is alive and well in the brigade, but their ranks are

short in numbers and many NCOs are not in the correct grades. This is nothing new; the NCO for various reasons always seems to be short in numbers, thereby presenting a challenge to the unit leadership in preparing the junior NCO to assume greater leadership responsibilities, and in many cases train a soldier to be a NCO. I agree with a past SMA, William G. Bainbridge, that "the NCO of today's Army is a product of concerted efforts at all levels to ensure that the best get better and that challenges are confronted by quality leadership capable of grasping responsibility and exercising authority. Today our NCOs seek more and more responsibility; they know strengths and weaknesses, their own as well as subordinates. But most important, they continually strive to improve themselves and the performance of their soldiers."

#### NCOs Role

The NCO plays a vital role in developing cohesion within his unit. LTC. W. Darryl Henderson in his article "Can Do NCOs - With Clout - Can Help Cohesion Problem" defines a cohesive unit as one in which the day-to-day goals of the individual soldier and his immediate leader (the sergeant) are the same. Since the unit's primary goal is to train and fight as an entity, all members must be willing to risk death to achieve their common purpose. History and research alike tell us that cohesive units are built at the squad, platoon and company level, primarily by sergeants.<sup>1</sup>

Observers of men in combat such as S. L. A. Marshall have called attention "again and again to the fact that the most significant persons for the combat soldier are the men who fight by his side and share with him the ordeal of trying to survive". He also held that "one of the simplest truths of war is that the thing which enables an infantry

soldier to keep going with his weapon is the near presence or the presumed presence of a buddy."<sup>2</sup>

The creation of cohesive units is dependent upon first line leaders. Leaders above company level can contribute through the creation of an organizational climate supportive of cohesive units, but it is the squad leader, platoon sergeant, platoon leaders, first sergeants who have the primary roles.<sup>3</sup> Through rigorous leadership, they create cohesive fighting units.

#### Brigade's Goal

The brigades primary goals in Junior NCO development will be to maintain an expert cadre of well-trained trainers of NCOs, who will be constantly at work maintaining an effective group of NCOs in the brigade.

The brigade will place special emphasis on the training of its trainers. The Army school system is excellent, but the brigade cannot depend exclusively on Army schools for the necessary training of its leaders. Units assigned to the brigade will develop unit training programs which focus on training its leaders, these programs will augment and supplement the training provided by the Army schools. Commanders must create an environment which allows junior leaders to seek responsibility and to learn from experiences. Likewise, commanders must acknowledge that many times these experiences may result in mistakes. The authority to make decisions must start at the squad level. The squad leader must not be afraid to make decisions. The commander should follow the policy of communicating what has to be done, but he must not feel obligated to tell how to do it.

As stated earlier, leadership in the Army is a bottom-up proposi-

tion — thus if you don't have effective leadership at the squad level,  
nothing else matters much.

## SECTION ONE

### PHILOSOPHY OF LEADERSHIP

A widely promulgated and shared philosophy of leadership must pervade the brigade. The philosophy will come from the top — from the commander.

The main focus of our leadership efforts will be on the soldier who must accomplish each and every mission to which he is assigned in peace time. He must always be prepared to engage the enemy on the battlefield. The soldier I am referring to is the combat soldier, to include the officer and NCO and those who immediately support their mission.

The Army's energies and resources must be directed to assure that the soldier is motivated, trained, and equipped. All leaders — officers and NCOs, commanders, and managers at all levels, regardless of their leadership position within the Army — must seek to provide the best leadership available and to properly equip our soldier. If we meet this difficult challenge, our efforts will impact positively on the soldiers we have. If we fail, the impact will certainly be negative. We cannot afford failure.

#### Leadership

The troop leaders' challenge is to develop skilled, disciplined and highly motivated soldiers to face a foe on the battlefield. To accomplish this mission, the leader — at each level in the chain of command —

must communicate to his subordinates a clear understanding of what is important.

The leader must instill in his soldier a feeling of confidence and a sense of pride. Soldiers must be given challenging, important missions and must be made to feel that they can influence the outcome of any action. Confidence and pride in a unit begin at the top and are transmitted to the individual soldier by a strong chain of command.

### Leadership Principles

A discussion of the leadership principles (FM 22-100) at this time is appropriate. These eleven principles are as valid today as they were when I entered the Army two decades ago. The most important of the eleven leadership principles is SET THE EXAMPLE.

Set the Example. History shows that an Army unit from squad level up reflects the personality, attitudes, abilities, motivation of its commander and leader. So it is imperative that our best leaders are placed in positions of command and leadership. Units and organizations considered to be poor by established standards have become overnight successes with the replacement of a poor leader by a good one.

After we have set the example, we must return to two principles of leadership which have fallen into neglect. We must Be Technically and Tactically Proficient. We must Know Our Men and Look Out For Their Welfare.

Be Technically and Tactically Proficient. This principle depends on four qualities - knowledge, attitude, skill and habits. Without any one of these qualities, a leader will be deficient.

Knowledge can be acquired through study, observation and association. Leaders and potential leaders must stay abreast of rapidly

changing social and technological changes. They must study more about changes which will influence the future battlefield, but they must also learn about the past. History does repeat itself — a study of the past will assist leaders in not repeating past mistakes and their understanding of why things are done the way they are.

A leader's attitude is a vital quality in his technical and tactical development. Attitude is a mental reaction, feeling, or emotion toward a person or circumstance. A leader who does not enjoy serving with soldiers should not be assigned to troop duty. The soldier is very perceptive; he will sense that his leader would rather be elsewhere and that he is performing this troop assignment for selfish reasons. Young leaders who continue to demonstrate negative attitudes in troop assignment and who possess technical and administrative skills which are important to the Army should be assigned to these non-troop positions — if possible.

Leaders who lack skill should work to apply their knowledge repeatedly until they develop sufficient skill to perform effectively.

Skill is the ability to use one's knowledge effectively and readily in execution or performance of duty. To have knowledge and not be able to perform up to established standards demonstrates a lack of skill.

Good study habits are imperative to the professional development of leaders. Leaders must develop a systematic self-study program which they are comfortable with. It should augment and complement the Army's outstanding formal education system. All leaders must recognize that professional development is continuous.

Know Your Men and Look Out for Their Welfare. All leaders are aware of shortages of qualified personnel. Likewise, we face a high

rate of turnover of personnel. Further, our soldiers come to us from increasingly complex social situations. In this difficult context, we must make every effort to know our men. We must convince them of the urgency and worth of their mission. Our soldiers must know that we are concerned for their safety and welfare. They must be led fairly and effectively in a disciplined environment. They must find purpose and pride in their contribution to their unit's mission. They must find loyalty in their leaders, and they must serve their leaders loyally. Finally, their leaders must respond both to their successes and their failures.

The first step in knowing your men is to recognize their individual differences, standards and goals. Regardless of the soldier's background, the leader must establish channels of communication that allow him to better understand his men, and they him. The leader must be consistent. The greater the consistency between what the leader thinks, says, and does, the better the links of understanding between the men and the leader. Such leadership will enable the soldier to revise his standards and goals so that they are more compatible with those of his unit and those of the Army.

The leader must accept and acknowledge that his men are as interested as he is in the unit's success. He must also understand and capitalize on the premise that the soldier fights for three basic reasons: self-survival, mutual respect, interdependence. When trained together, our soldiers may fight for pride, national purpose and reason.

Taking care of your men means more than providing for their basic and social needs. It means developing and executing a rigorous training program which simulates combat conditions. This training must be physically and in some cases mentally demanding. The soldier should be



required to face physical hardship from weather and environmental conditions. A strict but fair military justice system and a fair promotion system are indispensable in maintaining a discipline unit. Individuals who cannot adjust to the military environment and who do not make a contribution to the unit must be dismissed. Promotions must be based on performance. All soldiers must be provided the opportunity to receive the required training and the opportunity to demonstrate the skills required for promotion.

We must instill discipline and a sense of purpose in our soldiers. The purpose of discipline is to produce habit, habit stronger than the fear of death. When they fight on the battlefield, they must be able to predict what is required next. So if they find that they are in charge, they will be able to do the right thing the right way.

#### Leadership Principles Derived From Combat

To the eleven principles of leadership cited in FM 22-100, I would add several other vital principles which I have formulated from readings and personal experiences. All leaders in the brigade should seek to understand and be prepared to observe these principles in appropriate situations:

- o You fight as you train
- o Confidence breeds strength
- o Stifle anything that breeds disharmony
- o Train to the code of conduct
- o Maintain two-way communications
- o Presence of command at all circumstances of war; leaders share danger
- o Commanders must be innovative and flexible

- o Commanders must maintain constant control while providing subordinates freedom of action
- o Commanders must conduct inspection and personal reconnaissance in direct ratio to the difficulties of the situation
- o Survival of a unit is in direct ratio to the competence, imagination, and initiative of the leadership
- o The leader must be willing to accept responsibility for the commander's mission - regardless of sacrifice
- o The commander must make sure "little things" (actual or perceived) are taken care of
- o Develop subordinate leadership through participatory decisionmaking and management delegation
- o Leaders should require only those sacrifices of subordinates which they are willing to share

#### Training of Our Soldier to Fight

To prepare soldiers to do their jobs is a leader's greatest responsibility and challenge. To measure up to this responsibility, the leader must be highly trained. Peace time training never matches war time reality, therefore the trainer must strive to make training as difficult as possible. To establish the environment in which our training should be conducted the study of Clausewitz's theory on war and friction is helpful:

The conduct of war resembles the working of an intricate machine with tremendous friction, so that combinations which are easily planned on paper can be executed only with great effort. Consequently, the commander's free will and intelligence find themselves hampered at every turn and remarkable strength of mind and spirit are needed to overcome this resistance. Even then many good ideas are destroyed

by friction and we must carry out more simple and modestly what in more complicated form would have given great results.<sup>4</sup>

Clausewitz further explains friction is,

Created by physical forces - bad weather, hunger - always has a psychologically inhibiting effect, psychic energy must therefore take a part in overcoming it. Friction comprises those matters that distinguish the real war from war on paper.<sup>5</sup>

The leader must insure that all training is performed in an environment that is dominated by adversity — or friction. Training at night should be commonplace. Likewise, daytime training activities, e.g. day attack, should be practiced at night. Large amounts of smoke and incapacitating gas should be included in all field training when safety allows. Field training should be scheduled during periods of adverse weather. This training should be of the tactical nature, requiring the leaders to deal with the weather to accomplish his mission. Training should be accomplished in an environment which will enable the leader and soldiers to develop self-confidence and demonstrate courage.

The leader's final challenge is the operation and maintenance of the equipment in his command.

#### Force Modernization

Many new sophisticated weapon systems are now coming off the production line. They will be in the hands of our soldiers in the near future. These weapons allow us to upgrade many of our obsolete systems. Also, additional systems are on the drawing board. For the first time since the Vietnam War, our soldiers have the weapons they need to defend our country.

These weapons have incorporated the latest technological advances, while minimizing field operational difficulties for the soldier. The Abrams tank, Bradley fighting vehicles, Multi Launch Rocket system, and Viper, to name a few, will provide our soldiers with the best systems available today.

A major concern and challenge in fielding these systems is the training of our leaders to properly maintain and employ these systems on the battlefield. Fielding must be based on the "total system" concept.

Many people and organizations significantly affect the fielding of a new system. Superb management techniques are vital to insure success in fielding new weapons. How well we do our job in the fielding area will directly influence the soldier's confidence in the system and allow him to meet the challenge to stay technically and tactical proficient.

The purpose of the training proposal described in the remainder of this paper incorporates the philosophy of leadership and training guidance articulated thus far.

## SECTION TWO

### PROPOSAL FOR AN NCO TRAINING PROGRAM

To accomplish all individual and collective training in a unit, the development of the Junior NCOs in the brigade is essential. The Junior NCO is a soldier in pay grade E-4, E-5, or E-6. These individuals in the brigade hold many direct leadership positions such as squad leader, fire team leader, communication NCO, maintenance NCO, dining facility shift leader, to name a few. Cohesion in battle depends on those individual and collective skills developed at squad, section, platoon and company level. The Junior NCO plays a vital role in developing critical combat skills in the soldiers of this brigade. The development of a training program for the Junior NCO will be examined in three parts: 1. Responsibilities of the Junior NCO. 2. Performance standards and rating performance of Junior NCOs, and 3. Training program for Junior NCOs.

#### 1. Responsibilities of the Junior NCO

To perform his job, what must a Junior NCO do? The Army's manuals, (soldiers and tactical) outline what a Junior NCO must know and specify the missions he is required to perform. I want the Junior NCO to strive to achieve the following norms:

- o Set high standards of performance
- o Be technically competent to perform his duties

- o Approach each task with a positive manner
- o Be easy to understand
- o Communicate effectively with his subordinates
- o Be approachable
- o Communicate to his men what is expected of them
- o Set the example for his men on and off duty
- o Be aware of the state of his unit's moral and does all he can to make it high
- o Be aware of potential problem areas - take action when possible and/or inform the chain of command

The commander must use all available references to develop a training program for the unit and its leaders. This program must provide that which the Commander, CSM, Executive Officer, S3 and Company Commanders feel the Junior NCO in their unit must be taught and also be designed to solve immediate personnel, administrative, or operational problems in the unit.

To accomplish the objective to train the junior NCO, the four step approach used by 2nd Armored Division (Ft. Hood Texas) is recommended. The first step is to teach the subjects which all newly promoted NCOs should know. Step two is to concentrate on general subjects applicable to all skill levels. Steps three and four are to teach those critical skills that are germane to the squad leader (skill level 3) and team leader (skill level 2) respectively. The Junior NCO training program will be initiated by the NCO corps in the battalion and supervised by the Battalion Command Sergeant Major. The program will augment and complement the overall battalion training program.

Step 1 - Subjects Taught to Newly Promoted NCOs. The frequency of these classes requires that the Brigade be responsible for this portion of the Junior NCO development program. The Brigade CSM will schedule, implement, manage and supervise this training program. Instructors should be the CSM of all assigned and attached units to the brigade, assisted by the unit First Sergeants. A recommended program of instruction is shown below.

PROGRAM OF INSTRUCTION . . . . . 22 hrs.

I. Introduction and Welcome: . . . . . 2 hrs.

This period shared by Brigade Command Sergeant Major and Commander. It will include an overview of course POI, objectives, reasons and standards by the CSM and a welcome and motivational talk by the Brigade Commander.

II. Leadership: . . . . . 7 hrs.

a. Traits and principles of leadership. A discussion/review of the traits and principles of leadership . . . . . 1 1/2 hrs.

b. Ethics, Morality, Standards of Conduct. This period will consist of a discussion on peer association, moral and social responsibilities and the NCO image . . . . . 1 hr.

c. Communications. A work shop on the use of words and phrases as they apply to giving complete and specific instructions to subordinates and their importance in writing counseling statements and efficiency reports. . . . . 2 hrs.

d. Counseling. A performance oriented period which requires the student to prepare two (2) written counseling statements (one positive and one adverse). The student will also be required to complete an efficiency report on himself . . . . . 2 1/2 hrs.

III. Military Programs and Activities: . . . . . 4 1/2 hrs.

a. JUMPS. The ability to read, understand and explain the LES to subordinates . . . . . 1 hr.

b. NCOES; SQT and Promotions. The close relationship and interface of these 3 programs to include the prerequisites for promotion to grade E-6. . . . . 1 1/2 hrs.

c. UCMJ. An understanding of Art 31, procedures for legal search Art 15, CM procedures and admin discharges . . . . . 1 hr.

d. Physical Security, Fire, Safety and Pollution. The NCO role as the supervisor and enforcer of these programs . . . . . 1 hr.

IV. Community Services: . . . . . Total 4 1/2 hrs.

During this period a visit will be made to the below listed facilities. An on site briefing of services offered and procedures will be provided by facility personnel where applicable . . . . . 3 1/2 hrs.

a. Facilities Tour

- (1) Drug and Alcohol
- (2) ACS
- (3) AER
- (4) Red Cross
- (5) QM Clothing Store
- (6) Commissary vs Post Exchange
- (7) Learning Center

b. Re-enlistment and Equal Opportunity . . . . . 1 hr.

A leader responsibility. A discussion on how the success or failure of the small unit leader is for the most part dependent on how he utilizes or fails to utilize the above facilities as he practices the principles and traits of leadership.

V. Unit SOP's: . . . . . 3 1/2 hrs.

A discussion of existing common SOP's, their requirements, procedures, and contemporary problems encountered in their application.

a. Daily Inspections

b. Supply economy and procedures. Define the difference between shortage and missing items. How to determine this status. Procedures to be followed to correct the problems.

c. Charge of Quarters Instructions.

VI. Review: . . . . . 1 hr.

A review of highlights of all previous instruction to include a short motivational talk. A primary instructor should be present and participate in this review.

Step - 2 General Subjects Applicable to all Skill Levels.

This step is to train trainers at all levels, but for the purpose of this paper the emphasis will be on the Junior NCO.

During this step the Junior NCO will demonstrate proficiency in the



conduct of performance - oriented training sessions within peer groups monitored by the CSM and/or unit First Sergeant. The Junior NCO will be required to conduct an individual training session in five parts: Explanation, demonstration, practice, test and evaluation. A recommended program of instruction is shown below:

PROGRAM OF INSTRUCTION . . . . . 30 hrs.

I. Introduction and utilization of job books as a training management tool for individual training . . . . . 2 hrs.

II. Land navigation/Land Navigation Orienteering Course . . . . . 8 hrs.

III. Individual Weapons . . . . . 12 hrs.

<u>BLOCK</u>	<u>TIME REQUIRED</u>	<u>SUBJECT</u>
1	2 hrs.	Maintain/Load/Unload and reduce stoppage,M-16A1
2	2 hrs.	Prepare/Use Aiming Stakes; Zero and engage targets w/M-16A1
3	2 hrs.	Mount/Dismount/Zero/Engage Target w/AN PVS-2 on M-16A1
4	2 hrs.	Maintain/Load/Unload/Reduce Stoppage/Engage Target w/45 CAL Pistol
5	2 hrs.	Maintain/Load/Unload/Clear Engage Targets/Apply Imme- diate Action/Prepare & Use Aiming Stakes M203
6	2 hrs.	Prepare For Firing/Restore/ Engage Targets/Apply Imme- diate Action M-72A2

IV. Leadership . . . . . 8 hrs.

<u>BLOCK</u>	<u>TIME REQUIRED</u>	<u>SUBJECT</u>
1	2 hrs.	Supervise Maintenance and Inspection Person/Equipment
2	2 hrs.	Enforce Preventive Medicine Program
3	2 hrs.	Supervise Subordinates
4	2 hrs.	Prepare EER

Step - 3 Subjects That Are Critical Skills for the Squad Leader.

This step will concentrate on those skills that the squad leader requires to perform his job. Hands on training will be maximized during this phase. All training will be conducted outside of the garrison area. A closed-in-training area, if available, should be used so the squad leader can continue to perform other assigned tasks. A recommended Program of Instruction is shown below:

PROGRAM OF INSTRUCTION . . . . . 11 hrs.

<u>BLOCK</u>	<u>TIME REQUIRED</u>	<u>SUBJECT</u>
1	2 hrs.	Prepare/Operate/Maintain Radio ANVRC 46, 47
2	2 hrs.	Prepare/Update/Maintain 50 Cal MG; Complete all tasks
3	2 hrs.	Supervise Combat Loading of Personnel & Equipment in APC
4	5 hrs.	Conduct Map & Terrain Board Exercise Including All Tasks

Step - 4 Subjects That are Critical Skills for the Team Leader.

This step in the training program will be taught to all team leaders and potential team leaders. Similar to the training provided for the squad leaders, it will be hand-on-training, conducted at a closed-in-training

area. A recommended Program of Instruction is shown below:

PROGRAM OF INSTRUCTION . . . . . 15 hrs.

<u>BLOCK</u>	<u>TIME REQUIRED</u>	<u>SUBJECT</u>
1	1 hr.	Maintain M-60 MG
2	3 hrs.	Prepare and Operate M-60 MG; Include all Tasks
3	2 hrs.	Preparation/Detonation/Misfire Procedures for Demolitions
4	2 hrs.	Prepare/Operate/Maintain Radio ANVRC 46, 47
5	1 hr.	Control Rate & Distribution of Fire
6	2 hrs.	Organize a Tank Hunter/Killer Team
7	2 hrs.	Conduct Map & Terrain Board Exercise
8	2 hrs.	Control Fire Team Movement

2. Performance Standards and Rating Performance of the Junior NCO.

There are documents which establish the performance standards by which the Junior NCO should be measured. The Soldiers' Manuals tell the Junior NCO what tasks he must be proficient in to be MOS qualified. The Enlisted Evaluation Report (EER) is the document used by superiors to rate the performance of the Junior NCO. The EER has the greatest impact on the Junior NCOs future assignments and potential for promotion.

The Junior NCO should be rated also concerning his ethical and moral conduct on and off duty. There can be no vacillation in dealing with the matters of integrity and conduct. Also, the junior NCO is responsible for taking corrective action on the spot when he sees some-

thing wrong; whether the violator belongs to his unit or to another makes no difference.

Directives and regulations, no matter how well prepared and intended, are only pieces of paper unless they are enforced aggressively and firmly throughout the chain of command. The Junior NCO plays a vital role in insuring that actions are performed within established laws and regulations.

The unit should also establish performance standards for Junior NCO leadership. The Junior NCO must know what is expected of him and he should be provided feedback. Feedback should be provided person-to-person and on a face-to-face basis; positive and negative counseling statements should also be used.

Besides the performance standards listed in the soldiers manuals, the unit may establish additional tactical and technical standards for its Junior NCOs. For example, Junior NCOs may be required to present to the Command Sergeant Major or First Sergeant a class on assembly and disassembly and functioning, of all weapon systems under their control. On a systematic basis, Junior NCOs should be required to prepare for and lead PT, march soldiers and inspect individual equipment under their supervision. Junior NCOs should be required to demonstrate that they can conduct motor stables and thereby maintain all equipment they are responsible for.

### 3. Training Program for Junior NCO

The development of the Junior NCOs in the brigade is essential to accomplish all individual and collective training in a unit. Cohesion in battle as stated earlier depends on those individual and collective skills developed at squad, section, platoon and company level. The

Junior NCO plays a vital role in developing these skills in the soldiers assigned to this brigade. There are numerous subjects that should be included in a units training program to develop and correct NCOs deficiencies. The deficiencies in the unit are not the sole responsibility of the junior NCO; rather, these deficiencies are the responsibility of the entire chain of command. Therefore, the training described below can be used to train the entire chain of command.

Weapons Training. All Junior NCOs will be required to present to the Battalion CSM (and his committee, as appropriate) a class on the assembly, disassembly, and functioning of all weapons systems under their control. This instruction will be evaluated, and remedial training conducted, as required.

Live fire exercises of all types are of paramount importance. In this regard control and distribution of fires needs special attention. Squad leader and team leaders consistently do not perform well during the conduct of live fire assault courses.

The Junior NCOs are also responsible for the maintenance and operational effectiveness of his squad's weapons. On a periodic basis the squad leader should be required to demonstrate his squad's proficiency on an evaluated squad or platoon live fire exercise. Prior to commencement of firing, the squad's weapons should be inspected for cleanliness and for proper lubrication. During firing, malfunction should be noted and accounted for. The range exercise is not just to improve the soldiers' weapon handling and marksmanship; it also serves as an inspection of the maintenance of the weapons and its operations; it also is an exercise that assist in developing the Junior NCO.

Land Navigation and Map Reading. This is a vital aspect of combat proficiency. Too often squad leaders and team leaders are content to follow others rather than lead. Additionally, very few leaders monitor their progress on the ground and on the map at the same time. Due to the fast moving pace of mechanized infantry operations, it is not always possible to obtain a thorough map or ground reconnaissance prior to LD or SP time. Map reading thus becomes absolutely essential. The minimum tasks which should be concentrated on are:

- Identify terrain features on a map.
- Determine the grid coordinates of a point on military map.
- Determine magnetic azimuth using a compass.
- Orient a map using a compass.
- Orient a map to the ground by terrain association.
- Determine a location on the ground by terrain association.
- Measure distance on a map.
- Navigate from one point on the ground to another point.
- Use a map overlay.

Squad and Platoon Tactics. This is another area which needs continual emphasis in order to improve combat proficiency. At every opportunity Junior NCOs should receive training in the following combat techniques as a minimum:

- Traveling.
- Traveling Overwatch.
- Bounding Overwatch.
- Road March Procedures (Day and Night)
- Issue Operation/Patrol Order.
- Select fighting positions and proper emplacement of key weapons (i.e., MG's, AT and IFV).
- Priority of work.
- Prepare squad/platoon fire plan.
- Control fire team/squad movement under direct fire.
- Call for and adjust indirect fire.
- Patrolling techniques.

Communications. Junior NCOs should be able to perform the following:

- Operate and maintain all organic radios and telephones.
- Transmit and receive a radio message.
- Use a CEOI.
- Encrypt/decrypt a radio message.

- Install a hot loop.
- Authenticate/Enter/Leave a radio net.

Individual Training. Individual training will be performed by the immediate supervisor. Associated responsibilities will include:

- o Performing the daily inspection at the morning formation. NCO is responsible for the appearance of the soldier under his supervision.
- o Maintaining Job books on each individual with the current status of their proficiency on tasks outlined in the applicable Soldier's Manual. While these records are not subject to inspection under the Privacy Act, they will be subject to inquiry regarding their maintenance.
- o Being prepared to train soldiers during cracks (breaks) in training.

#### Special Areas of Junior NCO Involvement

To create basic shared responsibility, the Junior NCO should be included in the following activities:

- o Artical 15's — Junior NCOs should be present at all disciplinary actions involving soldiers under his leadership.
- o Battalion staff duty — Junior NCOs should perform this duty when possible. Duty should include inspection of dining facility, motor pool, living areas and public areas.

#### Maintenance

Problems in this area are primarily attributable to lack of organization, and lack of knowledge. The following are actions that will be taken to overcome these weaknesses:

- o Each unit will organize maintenance operations as outlined in FM 29-2.
- o QJT programs for mechanics, drivers and crew member will be fully implemented.
- o A formal, comprehensive, multi-level education program will be instituted. The education program will include the following:
  - o Officer and NCO classes (separate) on FM 29-2 and TM 38-750 (from cover to cover). Incorporated in this instruction will be procedures to be followed concerning clean air, oil cooling, oil analysis and clean fuel.
  - o Technical maintenance instruction by type vehicle using the appropriate 10 level manual for all drivers and vehicle commanders. (manuals will be completely covered).
  - o Attendance at the Troop School's Junior Leaders Preventive Maintenance Course will be maximized.
  - o Motor stables will be conducted "by-the-numbers." The "hands on" portion of maintenance will be preceded by formal instruction. Attendance is mandatory.

#### CONCLUSION

NCOs are the principal trainers of the individual soldier. Each NCO must be capable of performing every task required of his immediate subordinates. Constant training of the individual, unit, and its leaders is the fundamentally important function of a combat brigade. Good training not only keeps a unit technically proficient, but it also is a



constant enactment of the philosophy of the leadership of the unit. So a soldier doesn't keep his weapon clean, rust-free, and well-oiled simply to make it work effectively; he does it because he understands that it must work well in order that the unit will accomplish its mission any time, any place. And he also understands that he maintains his weapon because his squad leader expects him to do it, to do it well, and to do it at all times. And he knows further that his squad leader is being constantly trained himself in how to perform all of his duties effectively in an exemplary manner.

#### ENDNOTES

1. W. Darryl Henderson, "Can-Do NOOs - With Clout - Can Help Cohesion Problems," Army March 1982, p. 18.
2. Ibid., p. 18.
3. Ibid., p. 19.
4. Carl Von Clausewitz On War (Princeton N.J. Princeton University Press 1976), p. 17.
5. Ibid., p. 17.

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